

JADARA

Volume 10
Number 5 *PRWAD Monograph No. 4*

Article 10

October 2019

Training and Certification

None None
None

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Recommended Citation

None, N. (2019). Training and Certification. *JADARA*, 10(5). Retrieved from <https://repository.wcsu.edu/jadara/vol10/iss5/10>

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The complicated issues of training and certification warranted considerably more time than was available at the Spartanburg Conference. During the course of group discussions, the Conference found itself faced with questions concerning such issues as the training of psychological service providers currently on the job who could not obtain training leaves; the training of incoming workers; of full-time workers, part-time personnel, partially prepared workers, psychological aides, paraprofessionals, and psychologists serving in "mainstream" schools. The kinds of personnel providing various types of psychological services added its complications. One of the Conference groups listed such personnel as including: dormitory counselors; house parents; denominational workers; vocational rehabilitation counselors; social and welfare workers; school, clinical, and counseling psychologists; psychiatrists; psychometrists; guidance counselors; audiologists and speech therapists.

It was recognized that the responsible worker is always eager to improve his skills and broaden his knowledge. The problem facing the Conference was how to lay the groundwork for the kinds of training strategies and programs that would meet the varying needs of this highly heterogeneous group of workers, all of whom were rendering one or another aspect of psychological service to the deaf. The text that follows discusses in summary how the Conference coped with this assignment.

Selection of Trainees: Personal Characteristics

As in the discussion of competencies so in the discussion of training, a prime concern of the Conference was the matter of the personal characteristics required of individuals preparing for work with the deaf. Some of the desired traits emphasized by Conference members included the ability to establish good relationships with people; a desire to work with people; a liking for people. It was noted that a promising trainee will not be ambitious in the sense of clamoring for notice, leadership or dominance, but would rather function as a good team member, supportive, willing to pitch in where necessary and work for more than nine to five. Further, he would be a

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balanced person, self-aware, sensitive, and empathetic. Above all, the person would feel "at home" with deaf people, comfortable and relaxed. On the negative side, one Conference member commented, "It's important to beware of people who enter the field because of their own inferiority feelings; people who want to work with the deaf because it makes them feel less inferior. And beware the student who is good at getting high grades, but can't handle work situations." Also stressed were: a sense of humor; the ability to tolerate frustration; and the ability to make quick decisions and flexible adjustments to new situations, varying personalities, and varying age levels.

As the list of desired characteristics grew longer and increasingly heroic, one of the Conference members brought the deliberations back to earth again with the comment: "The psychologist who attempts to be all things to all people will end up by being nothing to everyone." Nonetheless, it was the consensus of the Conference that psychological service providers to the deaf need to be rather special people with exceptional personal characteristics.

The problem of how to screen for personal characteristics in the selection of trainees was met with several suggestions. One Conference member felt it was the responsibility of the training program to monitor progress and to "counsel out" those students whose performance indicated serious deficiencies in the personal sphere. He suggested further that employers take advantage of a probationary period for such screening. The former suggestion brought up a number of opposing reactions revolving about a program's commitment to its students once they were accepted even if it turned out they were not as capable as hoped for. The response to this position was that the first consideration and the first concern of training programs were the deaf, and that a training program's overriding obligation was to the ones served. Another screening suggestion recommended the use of the social work model, namely: two days of classes and three days of work placement with very intensive, highly structured evaluation, all concurrent. A further suggestion along these lines was to move internship to an early position in training for earlier evaluation opportunities on the part of the supervisor, and for earlier opportunities for the trainees to get the feel of the work on which to base their own self-appraisals.

To sum up, it was the Conference consensus that it is a training program's ethical responsibility to the field and above all to the deaf to turn out personally and professionally responsible workers; that screening for personal characteristics is an important part of a training program's obligations; and that an effective way of conducting such screening is through expert observation in an actual work situation over a sufficient period of time. In answer to the question "What is a 'responsible' worker?", one of the Conference members made reference to the A.P.A. publication, *Ethical Standards of Psychologists*, and to its following summary statement:

"The psychologist believes in the dignity and worth of the individual human being. He is committed to increasing man's understanding of himself

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and others. While pursuing this endeavor, he protects the welfare of any person who may seek his service or of any subject, human or animal, that may be the object of his study. He does not use his professional position or relationships, nor does he knowingly permit his own services to be used by others, for purposes inconsistent with these values. While demanding for himself freedom of inquiry and communication, he accepts the responsibility this freedom confers: for competence where he claims it, for objectivity in the report of his findings, and for consideration of the best interests of his colleagues and of society." (p. 1) (See also Gredler, 1974)

Training Strategies

As was to be expected, it was the consensus of the Conference that no one training model could be developed that would meet all training needs. One of the groups submitted the following listing of various types of training approaches that might be suitable for particular situations:

1. Full-time, formal academic training
2. Summer institutes of from 6 to 8 weeks
3. Short-term study institutes of from 1 to 3 weeks
4. Extension courses, evening classes, part-time study
5. Lengthy and intense supervised internship
6. Shorter term practicum and observation under supervision
7. Inservice training
8. Tutor-training on a one-to-one basis, living with a deaf family, one to one relationship with a deaf person
9. Weekend retreats
10. Professional workshops of hours or a few days duration which might provide a way of reaching groups of psychologists with scant contact with deaf people.
11. Media training packages; programmed learning

An approach strongly recommended for consideration by two Conference groups involved the establishment of Regional Resource Centers or Regional Training Centers around the country where individuals could be assessed as to the skills they already possessed for work with the deaf, and where a program could be developed for them to broaden and sharpen their competencies and to fill in the gaps in qualification. As envisioned by one of the groups "Such a Center would enable the individual to be able to gain the extra training required. The Center would be responsible for setting up short or long-term training programs and would also be responsible for setting up traveling workshops for training in specific regions". It was also suggested by the group that the Regional Resource Center should be able to evaluate all paraprofessionals in psychological work and offer such workshops as would be helpful to these personnel. As summarized by the group "The idea basically is that the Regional Resource Center would be able to tailor programs to the needs of the individuals and train them to the highest proficiency in their specific areas."

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Also mentioned in the course of discussion as possible training resources were the expansion of course offerings in existing training and orientation programs on the deaf as offered in academic institutions, and the concepts of consortia, floating universities, and colleges without walls.

One of the Conference groups summarized the principal training strategies emerging from Conference discussion as follows:

1. Comprehensive training programs provided at the graduate level for psychologists based on one national model training program
2. Regional Centers offering competency based training programs at varying levels depending on the needs of the trainee, and available to people for on-site training as well as for mobile training in outlying areas, using audio-visual aides and media training packages for supportive purposes
3. Expansion of course offerings in existing programs such as teacher-training, rehabilitation, speech and hearing.

While it was accepted that short-term and summer institute approaches had their place in the scheme of training, one member cautioned that "If training is too superficially done, we will be in a worse situation than if we do no training." In defending summer institutes, a deaf Conference member made a point of the need for deaf psychologists to have an opportunity to communicate and interact with other psychologists. "Those who are working in settings away from Gallaudet College have little opportunity to meet with other psychologists and to keep up with the new developments in the field." The summer institute provides this opportunity.

In regard to psychologists who are deaf, the question was asked if a dichotomy were developing of the deaf and the hearing as psychologists. The consensus was "no"; that the same competencies were expected of psychologists who were deaf as of those who were not. There was consensus among all psychologists at the Conference who were deaf that deafness itself was not a qualification; that the first qualification should be that the person, whether deaf or hearing, is a good psychologist.

It was the strong recommendation of the Conference that whatever the design of training programs or centers, they be located in areas where there would be ample support population of professionals experienced in work with the hearing impaired, as well as a heavy available population of hearing impaired persons and organizations of deaf people.

Another point of strong, unanimous emphasis was the critical necessity for rigorously supervised internship as part of the training programs, or of practicum in conjunction with course work if the program could not accommodate internship training. As expressed by one Conference member: "Theory and course work alone do not equip trainees for actual work experiences with the deaf."

Other points of special interest to the work groups included questions relating to:

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1. *Supervision:* In view of the scarcity of fully qualified psychologists experienced in work with the deaf, the question arises concerning who shall function as supervisor of trainees and director of training programs. One of the groups felt that, for lack of psychologists to do the job, internships could be supervised by psychologically trained and experienced counselors of the deaf as an interim measure. The large majority of the group were of the opinion that such a counselor should be psychologically oriented and well experienced in work with deaf clients.

Another group felt that a person in order to work as supervisor or director of a training program should have had psychological experience in four different settings serving a deaf clientele: school, mental health, rehabilitation, and speech and hearing. It was agreed after some thought that this expectation would be rather in the nature of an unattainable ideal; that persons working in one setting seldom have the opportunity to move into other settings for broadened experiences. It was suggested that in regard to the trainees, a revolving, supervised practicum could meet some of the multi-setting experiences needed by trainees and psychologists to the deaf, or on a yet simpler scale, supervised observation could be conducted in a variety of settings.

Finally, an opinion was expressed by one group that trainees should be under the supervision of a person in the field who is closely involved in advocacy. To quote a group member: "Most psychological training dictates that you do not 'advocate'. However, we must emphasize the importance of breaking that tradition when it comes to working with the deaf. Advocacy training is an essential need for psychologists in this area."

Although the knotty problem of finding the right supervisors remained an open question at the conclusion of the Conference, it was generally agreed that supervisors and program directors require ample experience with the deaf in order to acquire credibility, acceptability, and accountability.

2. *Psychologists Who are Deaf:* Two Conference groups in particular expressed opinions regarding this topic. Both felt that qualified deaf persons should be encouraged to become psychologists, and toward this end are entitled to quality supportive services whether for training or for practice. There should also be an opportunity for deaf persons already psychologists to upgrade their training. One of the groups pointed out that at present this opportunity is practically shut off what with the lack of funds for training and interpreters.

3. *Training of Paraprofessionals:* The recommendation was made by one group that programs be developed whereby trained and experienced psychologists in the field could train paraprofessionals and psychological aides in both basic psychology as well as in various areas of need in their work with the deaf.

4. *Training of Interpreters:* The recommendation was made by the same group that there be programs of training for interpreters under psychological

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supervision concerning basic psychology as well as the basics of psychological practices with the deaf.

5. *Confidentiality*: The need for ethical responsibility and particularly for confidentiality was emphasized by all Conference groups as a major obligation of all types and levels of mental health workers with the deaf. It was pointed out that the deaf community is a tightly knit, "gossipy" group in which "everyone knows everybody else all over the country." It would be most harmful to clients as well as to the mental health move in general to violate the privacy of psychological services. It was the strong conviction of the Conference that this point needs to be stressed in all types of training endeavors.

Training Content

Although it is customary to think of program content in terms of 'courses', there was a marked inclination among the work groups to consider competency as more realistically useful than course titles, and competencies more important than academic degrees. As expressed by one Conference member: "I'm concerned with what we mean by 'course work'. Current revision in teacher certification is getting away from numbers of credit hours in certain areas, and is instead concerned with actual competence and areas of competence. For example, in the area of communication, related subsets would include speech, language, English, etc. Training would be concerned with the kinds of knowledge one needs for proficiency in these subsets. So, the question is, should we have course titles or should we be more explicit about competency-training?"

Acting on this concept, one of the Conference groups re-aligned the Summary of Special Competencies on page 52 in terms of "cluster areas" and training subsets as follows:

COMPETENCY-BASED TRAINING SUB-SETS

Cluster Area	Related Training Sub-sets
Communication.	Sign language, expressive and receptive Fingerspelling Oral/aural communication and processes Body language and all other non-verbal modes History and development of communication modes Current trends and variations

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Cluster Area	Related Training Sub-sets
Communication (Continued)	Process of language and communication Range and character of verbal and conceptual levels Relation between language and development Language deviations and pathologies
The Deaf Environment	The deaf in history Defining the deaf Current terminology Language and communication aspects Intellectual and educational attainments Psycho-social adjustments Vocational status Professional picture Heterogeneity and the range of abilities The deaf community: cultural patterns, organizations, family patterns, etc.
Psychoeducational Factors	Philosophies of education Impact of hearing impairment on learning Strategies of educational intervention Early childhood education; parent programs Post secondary opportunities Career and vocational training Learning disabilities and remedial techniques Organization and administration of school programs and services
Psychological Evaluation	Depth understanding of deafness in terms of etiology, effects, limitations and expectations, related handicapping conditions especially visual Effects of deafness with and without other handicapping conditions on: selection, use, modification and adaptation of tests and on interpretation of patterns of test performance and behavioral response

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Cluster Area	Related Training Sub-sets
	Knowledge of test construction and development
	Referral sources, agencies, programs
	Significance of case history information
	Significance of team 'input'
Treatment	Therapy: individual, group, family
	Action-oriented intervention techniques
	Reporting techniques
	Patterns of interpreting evaluations and treatment information to others
	Techniques of inservice training for mental health workers, parents, para-professionals
	Intervention and supportive methods used with other professionals
	Techniques of interviewing
Other	Advocacy and outreach techniques
	How an interpreter functions
	Methods of self-evaluation and professional growth
	Research techniques; appraisal; proposal-writing
	Administrative and management techniques
	Grantsmanship and funding agencies
	Information sources and service resources

In submitting the above outline, the group commented: "Think of these (subsets) as topics to be covered during training for work with the deaf, and not as courses or course descriptions. A number can be learned outside the classroom; several can be taught in one course. And, of course, this outline is not all-inclusive." One member stated the case as follows: "The emphasis (in training) should be on output rather than on the design of the training program per se, with stress on the apprenticeship model as opposed to the traditional academic model."

In summary: The Conference was in substantial agreement concerning the following issues:

1. *Training content.* The content of training (areas, courses, internship, practicum, etc.) should be service oriented and in direct line with the skills

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and knowledge required to carry out job responsibilities effectively with a deaf clientele. Training should be pinpointed toward establishing competencies rather than toward accumulating course credits.

2. *Levels of preparation.* At the highest level of preparation, the content of training would include most of the skills and knowledge summarized in the section on Competencies, and in the somewhat abridged summary in the preceding section. The basic minimum at this 'highest level' of training would include established competencies in the skills and knowledge covered by the "cluster areas": (a) Communication, language, communicative relations; (b) The deaf culture and environment; (c) Psycho-social and psycho-educational ramifications and implications of deafness; (d) Techniques of psychological evaluation; (e) Techniques of psychological treatment and interventions; and (f) Other, as above. To this core could be added other training areas and subsets as required for psychological practice in a particular setting.

For less intensive levels of training, selections could be made, as required, from the 'highest level' subsets that would meet the needs and job-requirements of the particular trainee.

3. *Basic qualification.* The point was repeatedly stressed by the Conference that "regardless of training level, the individual as a psychological practitioner must first meet the qualifications requirements of his own professional organizations before specializing in work with the deaf." It was also recommended by several Conference groups that "training in basic psychology should extend to all who function as part of the psychological delivery system whether as interpreter, social and welfare worker, classroom teacher, house parent, counselor, or paraprofessional."

4. *Internship.* There was strong consensus among all Conference groups concerning the imperative necessity of internship at the highest training levels, and of supervised practicum or observation at the lower levels as a prelude to actual work with the deaf. One of the groups commented that "internship at the highest level of training should be extremely broad in order to expose trainees to 'womb-to-tomb' experiences. Trainees should be exposed to experiences with infants, parents, deaf adults, social situations, multiply handicapped deaf persons, the marginal deaf, and more."

While it was not the responsibility of the Spartanburg Conference to detail the specifics of internship training, the total concept and group proposals indicated substantial agreement with those expressed in the American Psychological Association publication, *Accreditation: procedures and criteria* (1973). A few internship program guidelines are quoted from the publications as follows:

a. In regard to clinical and counseling psychology internships

"Interaction of trainees with a wide range of other professions is desirable, as is collaborative work with representatives of other disciplines." (p. 25)

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"The internship must not be overspecialized, but rather should provide supervised experience in a range of activities in the areas of assessment, constructive intervention (e.g., various modes of therapeutic intervention, consultation, program administration, etc.), and research into the applications of psychology. . . ." (p. 26)

"Not only should supervision be qualitatively and quantitatively sufficient, but the trainee should be kept informed of his progress in the program by means of clearly identified evaluative sessions, with timing and content designed to facilitate the trainee's change and growth." (p. 26)

"An internship should comprise at least one calendar year of full time experience or two calendar years of half-time experience. Consortial arrangements, in which different agencies offer separate segments of an internship, are acceptable as long as trainees are appointed on at least a half-time basis and a designated staff member is responsible for reviewing and integrating the total internship experience." (p. 26)

b. In regard to school psychology internships

"The internship is a planned, organized, and structured experience for the intern designed to develop in him a professional identity as a school psychologist. . . . The major part of the internship should be in a school setting." (p. 21)

"The internship experience should not be primarily service directed although it is desirable that it be reality-oriented. That is, the intern should work upon real demands made upon the psychological service department in which he is functioning as intern." (p. 22)

c. In regard to 'practicum' as compared with 'internship'

"The practicum level is an earlier, pre-requisite phase of involvement, usually for academic credit, often on-campus, with a time commitment of 8-16 hours per week. The internship level is half to full-time and usually involves a stipend for the trainee. In addition to practicum and internship experiences, some programs utilize non-service oriented "laboratories" usually associated with specific skills courses." (p. 18)

"Practicum settings should provide supervised training in interviewing, diagnostic appraisal, modes of therapeutic

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intervention, counseling, research and community consultation appropriate to the student's level of experience and area of specialization." (p. 19)

It was the consensus of the Conference that in order to carry out the concepts and recommendations involved in accredited practicum and internship programs, it was essential that training programs for psychological service providers to the deaf be located in institutions with qualified supervisory personnel and in regions that offered a sufficiency of hearing impaired persons, service agencies dealing with deaf clients, a school population of deaf children, and social and recreational centers for deaf adults.

Accreditation and Certification Issues

An accredited program of training is one that is recognized by an authoritative body as excellently designed and prepared to carry out its function of providing optimum educational opportunity and experiences for its trainees. A certified worker is one who is recognized by an authoritative body as excellently trained and prepared to carry out his professional responsibilities.

Issues involving accreditation and certification were included in Conference programming for free-wheeling rather than conclusive discussion since it was recognized that there would be insufficient time available for depth consideration of these topics. However, there was general consensus that the ultimately established programs of training for psychologists to the deaf should be of sufficient excellence to warrant accreditation by an authorized body. There was also consensus that recognition of optimum training and competence to conduct psychological practice with the deaf be granted qualified persons by way of certification by an authorized body.

Suggestions were made that current procedures of accreditation and certification be studied and analyzed as conducted by the Council on Education of the Deaf, the Conference of Executives of American Schools for the Deaf, the American Psychological Association, and various accrediting bodies for university-based training programs and courses of study as providing a possible model for accreditation and certification procedures in the area of Conference concern. Three of the Conference groups attempted to probe more deeply into the subject; but in view of the difficulties of so doing in the absence of as yet established programs of training and established criteria for certification in regard to psychologists to the deaf, little could be accomplished. Nonetheless, a member of one of the Conference groups offered the following resolution regarding qualification-screening:

"Recommendation:

whereas to predict the potential effectiveness of a psychological worker requires the identification of necessary competencies, a way of measuring such competencies, and a technique for the application of relative weights to

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such competencies when compiling them to arrive at a predictive procedure, and,

whereas there are demonstrated procedures for combining both objective and subjective variables to arrive at a reliable predictive expression of one's potential for success in a given area, and

whereas the overall competency of psychological workers at a given point in time for a given setting may best be determined by a group of experienced, highly qualified judges, making a global judgement of one's performance,

Therefore, we recommend that the procedure for "certifying" psychological workers for the hearing impaired include the above procedures which have been demonstrated as possible in other areas under a technique known as "policy capturing" or "judgment analysis."

To sum up the opinions of the Conference groups, the general feeling was that certification and accreditation criteria could not be set up as yet. "We are not ready." The observation was made by one group: "We have listed many models for training, but we are not yet prepared to endorse any particular model. We recognize the potentials of current psychological workers with the deaf, but we recognize the need for development in the field and for further and varied training strategies and programs. There must be an emphasis on government support for Training Fellowships for psychological service providers to the deaf, those currently in the field as well as those wishing to enter the field. Finally, it is recommended that the Spartanburg group continue to meet annually until all necessary refinements are made in the ground-breaking achievements and proposals put forth at the Spartanburg Conference." The statement as it stands may be thought of as a substantial reflection of the Conference viewpoint.